

Career information, advice and guidance delivered by Skills Development Scotland in Highland

11 November 2016

A report by HM Inspectors



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1. Introduction

The external review

The external review by Education Scotland took place between 12 September and 16 September 2016. The review focused on career information, advice and guidance (CIAG) services delivered by Skills Development Scotland (SDS) in Highland.

We examined activities that impact on the quality of customer experience. We evaluated these against the three key principles of Outcomes and Impact, Service Delivery and Leadership and Quality Culture, using the 14 reference quality indicators outlined in *External quality arrangements for the review of Career Information Advice and Guidance services delivered by Skills Development Scotland*, published in May 2015. Further details can be found at:

<http://www.educationscotland.gov.uk/inspectionandreview/about/careersservicesinspections/index.asp>

The external review team talked with customers, staff at all levels in the organisation, external agencies and other users of the service.

2. The service area and its context

In carrying out the external review of services delivered in Highland, Education Scotland took the following area context fully into account.

The Highland area covers over 25,659 km and is the largest council area by land mass in the UK. The area is largely rural with the main settlement being Inverness. The total land area including all islands at low water is 33% of Scotland, and 11.4% of Great Britain. It is 20% larger than Wales and nearly the size of Belgium.

Highland has a population of 233,100 which has grown by 9% in the last decade compared to 5% growth in Scotland. The largest increase in population is in those aged 65+ (31%) and the largest decrease in those aged 35-44 (-16%).

There are pockets of deprivation in the area. In 2012, 17 (1.7%) out of 976 areas considered to be within the 15% most deprived areas in Scotland, were within the boundaries of Highland, four of which are within the 5% most deprived areas. While Inverness and the larger towns all tend to have some pockets of urban-style deprivation, across the extensive rural parts of the region, people at different ends of the social spectrum can often live quite close together. This form of social mix can mask the true level of deprivation which creates a challenge in tackling deprivation both in areas where it is concentrated and where it is more dispersed. Across Highland, the economic activity rate is higher than the Scotland and the UK average; 83.2% against 77.4% and 77.8% respectively. The unemployment rate is 3.9% against 5.7% for Scotland and 5.1% for the UK.

There are 29 secondary schools in Highland with school rolls ranging in size from 50 to 1118 pupils. The SDS service offer in school is based on a needs matrix approach. A universal service is offered to all pupils, including a new enhanced offer for S1 to S3 pupils, plus a targeted offer for pupils who are most at risk of not entering a positive destination on leaving school. Fourteen out of the 29 schools in the Highlands involve significant travel into rural areas, with limited access to services.

Due to the large geography covered by the Highland team, post school services are delivered from five main centres and three sub-centres to ensure local service delivery for customers. For young people who are unemployed, a case managed approach is in place that supports young people to continue to develop their Career Management Skills (CMS) to gain a place in education, employment or training. Targeted services are offered to adults facing redundancy through Partnership Action for Continuing Employment (PACE) and bespoke services are offered to Jobcentre Plus Integrated Employment and Skills (IES) customers facing particular challenges.

As of January 2016, 8,314 students were studying Further Education courses at UHI's Inverness College (4,004), North Highland College (2,466) and West Highland College (1,844).

3. Outcomes of External Review

Judgement of Grades

Section A: Grades

The review team awarded grades for each of the six key themes based on the following criteria:

excellent: *Outstanding and sector leading*
very good: *Major strengths*
good: *Important strengths with some areas for improvement*
satisfactory: *Strengths just outweigh weaknesses*
weak: *Important weaknesses*
unsatisfactory: *Major weaknesses*

Key theme	Grade
Customer progression and achievement of relevant high quality outcomes	very good
Meeting the needs of stakeholders	excellent
Delivery of key services	excellent
Management of service delivery	excellent
Strategic leadership	very good
Capacity for improvement	excellent

There are also four examples of excellent practice which are described later in this report.

Section B: Customer progression and achievement

Areas of positive practice

- Initial and Follow Up School Leaver Destination Returns (SLDR) both demonstrate a three year positive trend and both are well above the national average.

- In 2014/15, SLDRs between initial and follow up destinations were consistently high, and the percentage of unemployed in the age group 16-19 years fell between initial and follow up returns.
- Of the 29 secondary schools in Highland, 20 had initial positive destinations above the national average, with only three schools significantly below the national average.
- The Highland Participation Measure, published in August 2016, shows that 93% of 16-19 year olds are in a positive destination, which is well above the national average.
- Highland has the 7th highest level of the Participation Measure in Scotland and is the highest in Scotland for areas with more than 10,000 customers who are 16 years of age or older.
- Highland exceeded three significant school and post-school targets for 2015/16, and narrowly missed two, but still exceeded the national average.
- The management team measure and track each of the SLDR figures effectively for all schools in the Highland area, using the data to effectively target issues.

Areas for development

- The percentage of targeted post-school young people receiving coaching support was below target and the national average in 2015/16, and in current year-to-date data.

Section C: Meeting the needs of stakeholders

Areas of positive practice

- The percentage of school leavers reporting that the service has helped them has improved in the last three years and almost all school leavers recommend the service to others.
- All secondary headteachers report that the visibility and presence of SDS staff in their schools is high and that they form an integral and valued part of the school staff team.
- All headteachers who responded to the latest SDS survey are very satisfied with the service and state the service has a positive impact on the outcomes for their pupils.
- In secondary schools, one-to-one engagements are personalised to meet the needs of individual customers.
- School customers value their engagements with careers staff which helps them to identify actions towards achieving their career goals and to consider appropriate routes and pathways.
- Improvements in technology and connectivity throughout schools in the Highland area are enabling staff to deliver better services to customers.
- The new SDS centre in Inverness has greatly improved facilities for customers and staff and is a very welcoming environment for customers of all ages.
- SDS staff effectively utilise a range of social media outlets to make and maintain contact with a greater number of customers in the Highland area.
- Customers facing redundancy value the support provided by SDS staff through PACE activities, enabling almost all participants to secure employment.

- Careers staff support maximum risk post-school customers to make effective transitions from stage 1 of the employability pipeline.
- Young people on Activity Agreements are motivated by their experiences of working with careers staff to prepare them for employment or further learning, and most progress to a positive outcome.

Areas for development

- College staff cannot access individual customer records from the data hub until a customer enrolls in the college, thus missing early opportunities to support transitions sooner.

Section D: Delivery of key services

Areas of positive practice

- School pupils are aware of CMS and are developing them well to support them make appropriate career decisions.
- Careers staff in schools are accessible and well known to pupils, and respond quickly to requests for support. Pupils regard them as inspirational, and in many cases, stated that their intervention has improved their life chances.
- Universal and targeted SDS services are promoted well in schools by careers staff through social media, school assemblies and poster campaigns.
- School customers make good use of My World of Work (MyWoW) to reflect on their CMS, which helps them to plan effectively for future career paths.
- The service offer in schools is tailored to meet the needs of school pupils with additional support needs, either in mainstream schools or in Additional Support Needs (ASN) provision.
- Careers staff utilise effective one-to-one engagements to support pupils to identify their CMS, which proves a powerful tool in helping them to make good career decisions.
- Effective coaching relationships with school customers in the targeted groups are sustained over time and pupils value their Career Development Plans to help take recommended actions.
- Pupils in schools recognise the different roles between school guidance staff and careers staff, which emphasises the different services SDS staff offer.
- Careers staff work closely with secondary school staff and Youth Development Officers to identify and support young people who have yet to enter a positive destination or who drop out of a positive destination.
- PACE customers receive an individual service, built upon strong relationships, which is very responsive to their needs.
- Careers staff work closely with Department of Work and Pensions colleagues to ensure appropriate referrals of unemployed customers, who require CIAG support, are dealt with promptly.
- Feedback from customers indicates that the attractive and accessible resources within the Inverness office have helped to attract more users to the facilities, with the digital studio attracting primary and secondary pupils for MyWOW live sessions and teaching staff attending twilight sessions to support their Continuing Professional Development.

- Careers staff work effectively with schools and other partners to validate the school and post school service offer to prioritise and plan delivery of services, appropriate to individual need.
- Staff work creatively to match individuals to available opportunities and work proactively with a network of partners to overcome barriers and maximise positive outcomes for customers.
- The post school team meets customers in a range of locations and settings to increase accessibility of the services. For example, resources are used well to meet particular needs, including translator services, which were used in recent PACE activity in which the workforce was predominantly Latvian.
- Careers staff work effectively with partners to ensure services are delivered in a cohesive way, which motivates customers, particularly those at risk of disengaging, to progress into further training or work.
- Annual employer events in schools, which raise awareness of the skills required by employers and help pupils to develop their employability skills in a range of relevant activities, are supported well by careers staff.
- The skills of the wider team are deployed well and staff are used flexibly to meet the challenge of delivering services in rural and remote contexts.
- Staff are confident in taking nationally devised SDS materials and tailoring them to meet the needs of customers.
- Careers staff utilise all available opportunities to raise awareness of CMS with the wider teaching community in schools, with a view to CMS becoming embedded in the curriculum.
- School Partnership Agreements (SPAs) are negotiated annually using the revised approach, with specific activities agreed to meet the needs and priorities of individual schools and their pupils.
- Careers staff in early demonstrator schools delivering the revised SDS service offer, provided helpful one-to-one subject choice interviews for pupils and parents.
- SDS staff use the observation framework, reflective practice and team discussions to review their professional practice, which results in improvement to service delivery for customers.
- SDS Highland use CONNECT NORTH very effectively as a vehicle for communication in a dispersed team environment. The Lync system is also utilised well for access to meetings and learning opportunities at team, regional and national level.
- Careers staff use reflective practice sessions to discuss and share the use of coaching techniques. This gives the advisers confidence to try out techniques, tools and resources they have not used previously.

Areas for development

- In general, curricular staff in schools have yet to engage fully with the Career Education Standard (CES) and relate their subject material to the expectations and entitlements within the CES.

Section E: Management of service delivery

Areas of positive practice

- SDS is viewed as a very important partner in developing pan-Highland approaches to resolving employability issues in the area and helping partners achieve their strategic objectives.
- Guidance staff from the local college in Inverness are based in the SDS Inverness centre for two sessions per week, making it easier for local people to access college services.
- The revised format of the SPA has been received positively by the local authority and head teachers, which facilitates strategic discussions linked to school improvement planning.
- SDS staff engage well with senior managers in schools and school guidance staff to help support their understanding of the school's role in the development of pupils' CMS and implementation of the CES.
- SDS staff work effectively with partners, including employers, to develop effective and relevant programmes. For example, to embed CMS in local primary schools' curriculum, linked explicitly to the CES.
- The approach of SDS staff to operational partnerships is solution focused to ensure the collective efforts of partners results in more effective provision of support and services for targeted groups.
- Data provided by SDS is used by partnerships to shape and plan services. For example, detail from the SLDRs is being used to inform the talent retention strategy for the Caithness and North Sutherland Regeneration Partnership.
- Improved information and communications technology (ICT) accessibility in schools and other partner premises enables staff to access customer records in real time, which facilitates more timeous responses and is improving the customer experience.
- Team Leaders use SPA monitoring reports to inform schools on progress towards fulfilling agreed SPA actions and delivery targets.
- Team Leaders and the Area Manager regularly use aggregated information to inform discussions with colleges about the needs of customers in the area.
- SDS staff have supported schools to improve their skills around updating the School Management Information System (SEEMiS), raising awareness around what information is required and when to upload it.

Areas for development

- None identified.

Section F: Strategic leadership

Areas of positive practice

- Senior SDS staff play a key role in the development of economic strategies in the Highlands. Their contribution is valued highly by all partners and has been central to a number of key developments in the Highland area.
- There are strong links between the strategic planning processes and operational planning processes, with identified targets and aims clearly set out.

- The Regional Skills Investment Plan is helping to drive curricular changes to make learning more relevant to the local labour market and provide more opportunities for initiatives, such as Foundation Apprenticeships.
- New SPA arrangements have improved engagement with headteachers and school Senior Management Teams. Head Teachers report that this new approach has led to improvements in service delivery with the potential for further improvements.
- The SDS service offer is embedded within new SPAs and is viewed as being more holistic and better integrated with school improvement plans, with clear links to How Good Is Our School (HGIOS) 4 and the CES.
- Managers meet regularly with staff, either face to face or in Lync calls, to communicate actions with a clear focus on performance improvement. Staff feel well-informed and these discussions are also an opportunity for staff to raise concerns.
- Cross-Highland team days, led by the Area Manager and Team Leaders, are valued highly by staff as opportunities to discuss current and emerging priorities and issues within local areas.
- The motivation of staff is high and a recent restructure of the management team has had a positive impact on teamworking and supports the completion of the Highland workplan.
- Staff readily identify with the ethos of Team Highland which managers have worked hard to develop and which has reduced feelings of isolation for staff.
- The Everyday Leadership approach, incorporating regular reflective practice sessions, is valued by staff who are empowered to make changes to help meet local needs in the Highland area.
- SDS Highland use CONNECT NORTH very effectively as a vehicle for communication in a dispersed team environment. CONNECT NORTH is used as a staff information and development resource and also increases their sense of being part of Team Highland.
- Leaders support and promote reflective practice sessions to help staff evaluate and discuss different techniques, enabling staff to improve their practice and gain improved confidence in their abilities.

Areas for development

- The SPAs for the 4 local ASN schools have yet to be negotiated.
- An important action, generated from the Highland Business Excellence Self Assessment, to embed CMS with post school customers, has not yet commenced.

Section G: Capacity for improvement

In the Highlands, SDS is viewed as a very important partner in developing pan-Highland approaches to resolving employability issues in the area and in helping partners achieve their strategic objectives. The Regional Skills Investment Plan, which is helping to drive curricular changes to make learning more relevant to the local labour market, has supported the very strong links between the strategic planning process and operational planning process.

Working in a remote and diverse geographic region has its challenges. However, staff feel part of the Highland team working towards delivering the outcomes of the Highland workplan and a recent restructure of the management team has had a positive impact on teamworking. Staff use CONNECT NORTH very effectively as an information and development resource which helps to increase their sense of being part of Team Highland.

Leaders support and promote reflective practice sessions. Managers meet regularly with staff, either face-to-face or in Lync calls, to communicate actions with a clear focus on performance improvement. Staff feel well-informed and these discussions are also an opportunity for staff to raise concerns.

The initial and follow-up positive destinations figures are high, on an upward 3 year trend and higher than the Scottish average. In addition, the latest Participation Measure figures are also very high. However, the percentage of targeted post-school young people receiving coaching support was below target, and the national average, in 2015/16, and at the time of the review.

New SPA arrangements have improved engagement with Head Teachers and school Senior Management Teams. The visibility and presence of SDS staff in secondary schools is high and it is clear they form an integral and valued part of the school staff team. School careers staff are accessible, well known to pupils, and respond quickly to requests for support. They utilise effective one-to-one engagements to support pupils to develop their CMS, which proves a powerful tool in helping them to make good career decisions.

Careers staff also support maximum risk post-school customers to make effective transitions and customers facing redundancy valued the support provided by SDS staff through PACE, enabling almost all participants to secure employment. However, an important action, generated from the Highland Business Excellence Self Assessment, to embed CMS with post-school customers, has not yet commenced.

The enhanced service offer from SDS has supported SDS staff to negotiate SPAs with schools' senior management using the standard national template, with specific activities agreed to meet the needs and priorities of individual schools and their pupils, based around the entitlements in the CES. This is leading to an improved service offer, with the potential for future improvements, including supporting school curricular staff to implement the Career Education Standard (CES) within subject areas.

Section H: Main points for action

- **SDS should commence the action within the Continuous Improvement Action plan, to continue to support post-school customers to develop their CMS.**
- **Senior managers in schools should ensure that school curricular staff continue to implement the CES within their subject areas.**

4. Examples of Excellence

There are four examples of Excellent practice identified during the review. These are outlined below:

Developing the Young Workforce: Career Management Skills in Primary School - Millburn Academy Area School Group's Approach

Following the release of the Developing Scotland's Young Workforce report, a fourteen-week CMS programme was developed, in academic session 14/15, for Primary 6 and 7 learners in Lochardil Primary School. The programme was a partnership between Barnardo's Works, Highland Council, SDS and some local employers. Following the success of the programme, Millburn Academy Area School Group was incorporated for the academic year 16/17. Coordinated by the Deputy Head Teacher at Crown Primary School, the Employer Liaison Officer at Barnardo's Works, and SDS staff, the programme involved all P7 learners in the local primary schools.

In addition to developing the learners' Skills for Work and CMS, the programme was designed to develop core literacy skills including; written and oral communication, researching, analysing information, evaluating sources and creating presentations. The programme has been aligned to the second level "I Can" statements from CES. The aims for teachers as learners were; to develop an awareness of the skills required to work in different industries; and, make connections with local industries, SDS and third sector organisations to support Skills for Work and the development of learner's CMS.

Utilising the Highlands and Island Skills Investment Plan, the programme focussed on 5 key industries within the local area:

- The Consumer Chain (retail).
- Hospitality.
- Finance (banking and estate agency).
- Construction.
- Science Technology Engineering and Mathematics.

The programmes was delivered within each school over a 12-week block during term 3, January to Easter and culminated in an *Employer Extravaganza* where all the pupils came to the Mercure Hotel in Inverness for a day of interactive workshops with 9 employers. This complemented the learning that had taken place in the classroom environment.

SDS staff also delivered a *MyWoW* workshop for all the Primary 7 teachers, which provided an overview of the web service. It also highlighted some of the specific resources that would be of particular interest to teaching staff and areas that the learners could access while undertaking their own research.

SDS staff delivered a group session to all of the primary classes, focussing on CMS and Labour Market Information (LMI). Learners focused on the different industries that are associated with particular regions in Scotland and then to a more localised Highland and Inverness context. The session then moved on to discuss CMS in terms of the themes;

self, strengths, horizons and networks. Each school also had a family afternoon where parents were invited to come along and learners could showcase what they had learned during the programme. SDS staff had a short slot at the beginning of these sessions to describe to parents an overview of the services SDS deliver.

SDS has been approached to have an input with other primary schools due to the success of this work and to date have delivered CMS and LMI session to Inverness High School learners during their transition and induction week as they move from Primary 7 to S1.

Roboplast: delivered at the Digital Learning Studio, Inverness.

SDS staff delivered a high-quality learning experience at the Inverness Digital Learning studio to 14 S1 pupils from a local high school. The aim of the lesson was to encourage learners to think about the leakage of plastics into the world's oceans and how robots can be programmed to identify and sort waste plastics, that can then be recycled. They linked the work of the class to different careers and qualification routes.

Pupils viewed a film on the problem of degradation of plastics in the oceans and the need for a circular plastic economy to limit, in particular, waste plastics in the oceans.

The lesson utilised a set of appropriate Experiences and Outcomes, at the relevant level from technology and science areas. In addition, the lesson focused on the CMS that learners would develop as a result of their participation in the sessions, based upon the use of strengths, horizons and networks. Planning also included discussions with pupils about the appropriate "I Can" statements from the CES, at the second level and Broad General Education.

The activity utilised Lego Mindstorm robots, one for each pair of learners, with an ICT package to programme the robots, using iMacs, to transport plastic blocks to a recycling point.

The learners were very engaged in the activity and thoroughly challenged on how to programme the robot to undertake basic instructions, as it was more difficult than they initially believed. The levels of engagement and participation from the learners were very high and they were completely focused on completing the activities. The expertise of the staff delivering the session was highly professional and they used challenge questions well to ensure all learners had a chance to participate at some point in the session.

At the end of the lesson, learners were asked to evaluate how well it had gone and what they had learned, using a simple survey on the iMac. Overall, the lesson was very effective in achieving the goals of the lesson, namely, the need for a circular plastic economy and how to programme robots to undertake simple tasks. In addition, the links between developing learners' CMS and the application of knowledge and the development of skills to different careers worked extremely well and pupils had clearly gained relevant CMS.

CONNECT NORTH

CONNECT NORTH is a web based information resource which provides a powerful mixture of social and corporate information to SDS staff in the Highland area, the majority of whom are not office based, but work in their communities, particularly in schools in rural areas. It is used very effectively by SDS to provide information and resources in a consistent way to staff across the Highlands, so that they gain an understanding of how national policies should be delivered at the local level.

One of the main drivers of CONNECT NORTH is to ensure that staff throughout the Highland area feel connected to their colleagues locally and the organisation as a whole. SDS staff use the resource regularly and this helps to reduce feelings of isolation, particularly for those staff who work in very rural communities. Importantly, CONNECT NORTH is also used by staff to increase their sense of being part of Team Highland. It is used by staff to feel part of the Highland team working towards delivering the outcomes of the Highland workplan, and has had a positive impact on teamworking.

There is a wide range of resources available to SDS staff on CONNECT NORTH. The resources include video messages and vlogs, and are an excellent vehicle to provide information to all staff, directly from those who have experience in specific areas and from leaders in the various operations, such as sectoral leads, Head of Region and others. It also provides a platform for national SDS staff to speak to staff throughout the region and deliver key messages from a national perspective. For example, a session to meet the Head of CMS Delivery and Development was very well attended by staff throughout the region, using CONNECT NORTH.

There is a dedicated information and governance space on CONNECT NORTH for staff to access policies and procedures related to their role in the organisation, which includes information on issues such as governance. For example, the Operations Handbook, available to all staff via CONNECT NORTH, includes policies, procedures and guidance for staff, relating to effective CIAG delivery. With the ability to pose comments and questions on CONNECT NORTH, staff can integrate better with their colleagues, ensuring they feel part of the SDS community, despite their remote and rural locations.

The introduction of the CES has strengthened further the partnership between SDS staff and school staff, supporting the implementation of the CES entitlements. For example, the local Quality Improvement Officer from Highland council prepared a vlog on the introduction of HGIOS 4 for careers staff, which has proved very beneficial for advisers wishing to link their services to school improvement plans and the development of the new SPAs. A session to welcome trainee careers advisers and staff delivering in the Digital Learning classroom was also particularly welcomed by staff.

Staff value the resource highly and use it regularly to update their knowledge of the organisation and to develop their skills through effective use of the different types of resources that are available on the website. CONNECT NORTH is contributing very effectively to ensure SDS staff, in a widely dispersed area, are developing the appropriate skills and acquiring relevant information to improve the customer experience, provide support appropriately and meet the strategic objectives of the organisation.

Partnership working: Pulteneytown Peoples Project

Pulteneytown People's Project is a social enterprise company and registered charity whose aim is to create opportunities and improve life chances, quality of life and economic well-being.

The work of the project is focussed around the Pulteney Centre in Wick. The centre provides a wide range of high quality facilities and services which are tailored to meet the priorities and needs of the local community. It is designed to bring all the key services people in the local community need, under one roof in a welcoming and accessible manner. These include: activities for children and young people; training opportunities; benefit and debt advice; housing support advice; and, the Job Club. In addition, the centre also includes a gym, cinema and café and hosts a range of community based events.

At the heart of delivering these opportunities to people in the community is highly effective partnership working arrangements between voluntary organisations, public sector organisations and private businesses. The approach to partnership working results in seamless support, where this is required, and brings services and support into the community.

Within this context, SDS is a highly valued partner, which works effectively to bring its service offer to the partnership and tailor its delivery to have the greatest positive impact on individuals and the community. The commitment to this approach to partnership working is evident from SDS staff at both strategic planning and operational delivery levels. For example, the SDS Work Coach liaises very closely with centre staff to deliver CIAG services and supports the development of CMS in a way which is seamless to young people using the centre.

Many young people and adults benefit from high quality support which builds confidence, raises aspirations, enhances their life chances and improves their employment prospects. The partnership working is particularly effective in supporting many disengaged young people make effective transitions into sustained positive destinations including training and employment.

5. *What happens next?*

Following publication of this report, SDS and partners are expected to produce an action plan to address the main points for action and/or areas for development in the report and other quality assurance and enhancement activities.

A follow up visit will be carried out involving SDS and partners 18 months after the initial review to determine if satisfactory progress has been made towards the main points for action.

Peter B Connelly
HM Inspector

6. Further information

The review and judgements relate to the service area as a whole. For further information about Education Scotland, the external review methodologies, or other information about reviews, see www.educationscotland.gov.uk

For further information about Skills Development Scotland, see <http://www.skillsdevelopmentscotland.co.uk/>

APPENDIX 1

Glossary of terms

ASN	Additional Support Needs
CES	Career Education Standard
CIAG	Career Information, Advice and Guidance
CMS	Career Management Skills
HGIOS	How Good Is Our School
ICT	Information and Communications Technology
IES	Integrated Employment and Skills
LMI	Labour Market Information
MyWoW	My World of Work
PACE	Partnership Action for Continuing Employment
SDS	Skills Development Scotland
SEEMiS	School Management Information System
SLDR	School Leaver Destinations Return
SPA	School Partnership Agreement
STEM	Science Technology Engineering and Mathematics

APPENDIX 2

The external review process

HM Inspectors undertake an independent review of the quality of provision of career information, advice and guidance (CIAG) delivered by Skills Development Scotland (SDS) on behalf of the Scottish Government under a service level agreement between the Scottish Government and Education Scotland. External review teams include HM Inspectors and associate assessors.

During external reviews, members of the review teams observe group activities, one to one coaching sessions and hold discussions with customers, staff and stakeholders. They consider information on the quality of career information, advice and guidance. They meet with recipients of the service and obtain feedback from groups, partners and staff who work for SDS.

The purpose of this report is to convey the main outcomes arising from the external review, to acknowledge service's strengths and to provide a clear agenda for future action to improve and enhance quality.

This external review results in judgements of **grades** that express the external review team's overall evaluation of *Outcome and Impact, Service Delivery and Leadership and quality culture and a judgement on capacity to improve based on the evidence from all key areas, in particular Outcomes, Impact and Leadership.*

The report also uses the following terms to describe numbers and proportions:	
almost all	over 90%
most	75-90%
majority	50-74%
less than half	15-49%
few	up to 15%

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APPENDIX 3 Policy Context

SDS all-age career information, advice and guidance services aim to support young people and adults to make a positive transition into continued education, training or the world of work. SDS achieves this by supporting customers in their development of CMS which lay the foundations for success in their future careers.

The services provided by SDS in schools are driven by the ambitions of Curriculum for Excellence. Accordingly there are significant interdependencies between the roles and responsibilities of schools and wider partners, the design and delivery of school curriculum and the services provided by SDS. Planning for successful service delivery through SPAs requires effective collaboration between SDS and its partners.

In March 2011, the Scottish Government published a framework for the redesign and improvement of CIAG services. As the largest provider of CIAG services in Scotland, SDS has a lead role in implementing this change. This change has been implemented through an integrated service involving face to face meetings, communication through contact centre and an online CMS environment, My World of Work (MyWoW).

In December 2014, the Scottish Government published Developing the Young Workforce – Scotland’s Youth Employment Strategy. The recommendations of this strategy set out further changes to CIAG services, specifically in relation to the collaborative design and implementation of the Career Education Standard (3-18) with SDS, Scottish Government and Education Scotland. These changes have resulted in earlier intervention with school pupils through SDS CIAG services and focused support around key transition points for pupils. The CES builds on advice and guidance in Curriculum for Excellence and in particular, Building the Curriculum 4: skills for learning, skills for life and skills for work.

Underpinning service delivery is the commitment of SDS to work with partners in schools, local authorities and Education Scotland to build capacity to deliver the ambitions of Curriculum for Excellence - Building the Curriculum 4, in particular development of CMS. This partnership approach supports schools to deliver this component of Curriculum for Excellence, whilst creating a learning context for young people that is compatible with and builds upon the service delivery commitments of SDS. As a result, much of the work of SDS requires effective collaboration with a range of partners at national and local levels.

Currently, this service is delivered on-site in Scotland’s 364 secondary schools. Services include a blend of one-to-one careers coaching support, facilitated group sessions, drop in sessions, and supported access to MyWoW. The level of intensity of support is determined by an assessment of pupil needs made in discussion with schools. The greatest proportion of careers coach support is provided to those young people who have been identified as requiring an enhanced level of support to promote progress towards securing and sustaining a place in education, training or work. This means those individuals would receive a ‘medium’ or ‘maximum’ service offer.

SDS has a key role to play in the delivery of the Scottish Government’s Opportunities for all initiative, under which all 16-19 year olds will receive an offer of a place in learning or training. SDS work in this area has been reinforced with the passage of legislation

allowing SDS and key partners, including Local Authorities, schools and Further Education Institutions to share data on all the young people they work with. The Post 16 Education (Scotland) Act 2013 and the statutory guidance mandate SDS and key partners to share data in order to support young people in their post school transitions.

APPENDIX 4 Background information

Terminologies used in this report.

The term 'service area' is used to describe the geographical area referred to in this report. SDS uses a variety of approaches to deliver CIAG services. This is often referred to as a blended service. SDS promotes a *Universal Offer* to support all secondary school pupils. In addition, a *Targeted Service Offer* is aimed at young people who have the greatest need and who require enhanced support to progress them towards entering or sustaining a positive destination. SDS offers access to a range of services for post-school customers. The different offers are shown below:

SDS School *Universal Offer* consists of:

- Access to *My World of Work* (MyWoW) web service
- Group-work sessions on:
 - *Transition support at P7/S1 transition*
 - *Subject choices and Career Management Skills in S2/S3*
 - *Career Management Skills*
 - *Senior phase group session options include;*
 - *Senior phase subject choices*
 - *Routes and Pathways*
 - *Careers Intelligence (leavers)*
 - *Careers Intelligence (HE)*
 - *MyWOW employability tools*
 - *Enhanced CMS*
 - *My World of Work*
- Drop-in clinics for career management and employability
- Opportunity for any pupil to request a face to face session

SDS School *Targeted Service Offer* consists of:

- Structured programme of one-to-one Careers staffing in Senior Phase
- Enhanced 121 support in S3 for those with the greatest need (and optional group activity where appropriate)
- Supported transition to dedicated work coach for those with the greatest need

SDS Post-school *16-19 Service Offer* consists of:

- Access to *MyWoW* web service
- Structured programme of one-to-one Careers staffing
- Dedicated work coach service for targeted young people
- Employability support and group activity
- Telephone access to SDS contact centre
- Open access to public centres (47 locations throughout Scotland)

SDS All age Service Offer (adults) consists of:

- Access to *MyWoW* web service
- Access to one-to-one careers staffing
- Telephone access to SDS contact centre
- PACE
- IES joint work activities with Job Centre Plus
- Open access to public centres (47 locations throughout Scotland)

Further information on Skills Development Scotland's services to individuals and employers can be found at www.skillsdevelopmentscotland.co.uk. *My World of Work* web service can be accessed at www.myworldofwork.co.uk

Staff roles

In Highland, SDS uses a number of titles to describe the roles of the staff. These include *Career Coach*, *Work Coach* and *Personal Adviser*. Throughout this report, the term *careers staff* is used to refer to all staff involved in delivering CIAG services.

How can you contact us?

This report has been produced as a web-only publication and is available on our website at

<http://www.educationscotland.gov.uk/inspectionandreview/reports/othersectors/careersservices/index.asp>

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